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ABSTRACT

Designed as a reference book, this publication reflects the efforts of almost 100 American Indian parents, educators, diagnosticians, social workers, etc., and representatives from each of the Bureau of Indian Affairs (BIA) Area Offices in attendance at the 1976 conference on the comprehensive implementation process for special education services in the BIA with Public Law 94-142 compliances. The major portion of this document presents the work generated by the following workshop topics: (1) Administration and Fiscal (funding patterns, needs assessment, staff, personnel development, facilities, equipment, transportation, and community resources); (2) Assessment and Placement (identification, screening, referral, and staffing procedures); (3) Program and Evaluation (individual education plan, curriculum development, and evaluation); (4) Protection (confidentiality and due process). Each workshop topic is presented in terms of known resources and follow-up activities (technical assistance needs, coordination needs, and timeliness). This publication also presents: conference presenters and their topics, an eight-item list of supplementary resource materials, the conference evaluation, BIA and Southwest Regional Resource Center personnel and conference assignments, and a conference directory. (JC)

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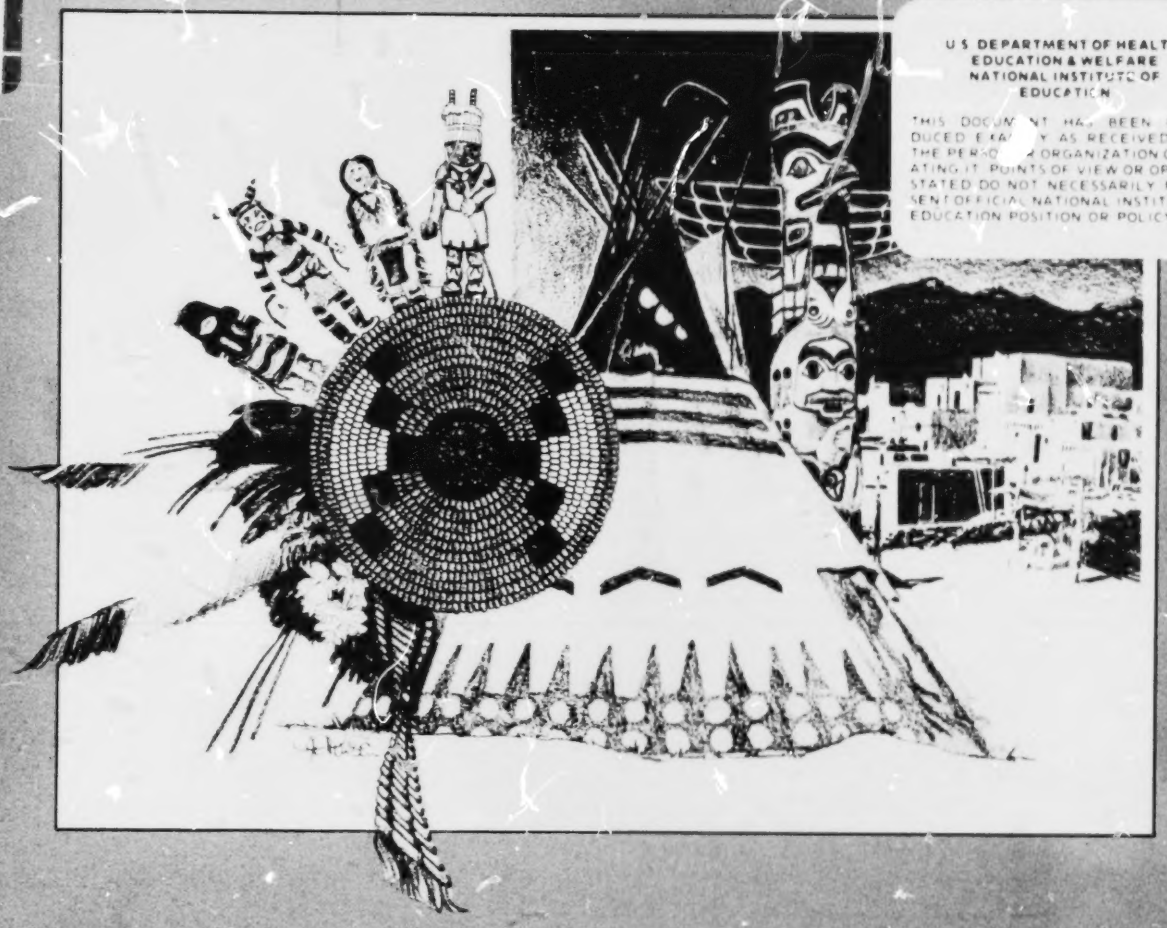
COMPREHENSIVE IMPLEMENTATION PROCESSES

FOR SPECIAL EDUCATION SERVICES IN THE BUREAU OF INDIAN AFFAIRS WITH PUBLIC LAW 94-142 COMPLIANCES



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NOVEMBER 9-12, 1976
ALBUQUERQUE, NEW MEXICO

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U.S. OFFICE OF EDUCATION
BUREAU OF EDUCATION FOR THE HANDICAPPED

Comprehensive Implementation Processes for Special Education Services in the Bureau of Indian Affairs with Public Law 94-142 Compliances: Conference Proceedings

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U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

PREFACE

The Education for All Handicapped Children Act (Public Law 94-142) becomes effective on October 1, 1977. This legislation provides that the Bureau of Indian Affairs will receive funds in a manner comparable to a state education agency. The concern for the educational well-being of the handicapped, as reflected in the law, provided the impetus to coordinate a conference addressing these concerns on behalf of handicapped Indian and Alaskan Native children. The Southwest Regional Resource Center and the Bureau of Indian Affairs joined forces to bring together almost one-hundred Indian parents, educators, diagnosticians, social workers, medical personnel, administrators, and tribal representatives for a week-long working conference.

This document compiles the input received from all participants during the working conference. It is intended to be both a record of the proceedings and a guideline for future activities leading to the full service goal of educational opportunity for all handicapped American Indian and Alaskan Native children.

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SECTION ONE: INTRODUCTION

THE CONFERENCE AND THE DOCUMENT

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CONFERENCE GOAL:

To identify comprehensive implementation processes for special education services in the Bureau of Indian Affairs with Public Law 94-142 compliances.

The Conference and the Document

The work reported in this document reflects the earnest endeavors of a large, heterogeneous group of people working on a complex assignment: define the issues of Public Law 94-142; recognize where the issues overlap and interweave; identify known resources that can be tapped in implementing the law; and begin to formulate a complete, rational plan which will assure a free, appropriate education for every handicapped American Indian and Native Alaskan child and youth.

Representatives from all twelve Bureau of Indian Affairs (BIA) Area Offices attended the conference. Participants included teachers, principals, parents, physicians, social service and other support service personnel, members of advisory groups, tribal representatives, and administrators. Each participant was selected on the basis of involvement with or concern for the needs of the handicapped—educational, tribal, environmental, medical, or parental. The content generated in the working groups reflects these varied interests.

When the Southwest Regional Resource Center (SRRC) staff began planning the workshops, it became obvious that the large amount of information to be addressed by participants needed to be broken down into manageable segments. The methodology that evolved divided the workshop content into four broad program areas: administration and fiscal; assessment and placement; program and evaluation; and protections. Within each of these areas, participants would address specific issues, bringing their collective wisdom to bear on the problems. Four working groups—selected by geographic locations—addressed all four areas. (The makeup of the working groups appears elsewhere in this publication.)

All participants received a resource book and a packet of publications to provide information from as many sources as practicable. Participants also heard a keynote address, seven speeches on specific subjects, and a panel presentation on protections.

Adding the new information to expertise they already possessed, the participants became contributors to this document through four workshops—two of which were evening sessions. In each of the four broad program areas, several issues had been preidentified; contributors were free to suggest other issues to be addressed also. For example, under administrative and fiscal concerns, nine separate components had been identified; the contributors added four more, so a total of thirteen topics are treated under that heading (Workshop I).

Two general formats were provided to workshop participants for each topic covered: a form on which to list Known Resources, and a form for listing Follow-Up Activities, which included columns for technical assistance needs, coordination needs, and timelines.

The information generated by all groups comprises the central section of this book. This section is divided into four major program areas, reflecting the four workshop topics. The section would be more pleasing graphically if all the information generated could have been fitted into a uniform format. Since the purpose of the workshops was to obtain the most information and the best thinking possible from the contributors, they were given much leeway in responding to the issues. Thus some of the listings of Known Resources are simply checkmarks in the appropriate columns; in other cases, the resources are specified, such as itinerant teachers, community health representatives, tribal advisory groups, etc. The information generated by all four groups was compiled for the Known Resources pages to try to avoid duplication, so some of these forms have both checkmarks and role identifications.

On the second form, Follow-Up Activities, some of the work that participants foresaw as needed could be contained by the columns headed technical assistance needs, coordination, and timelines. In other cases, a series of steps (more like strategies and tactics) emerged. Thus, sometimes additional comments, suggestions or steps follow the two forms that appear in each component.

On the Follow-Up Activities sheets, workshop information is identified by group number in the left-hand column. This will permit contributors to check over their group's work; keeping all four groups' responses to the same topic on the same page or pages will also encourage users of this document to take advantage of the insight of all attendees.

The BIA and SRRC planners conceived this conference as a vehicle to provide awareness of the overall scope of Public Law 94-142; as an opportunity to affirm the mandate of the

law; as a time of joint planning between educators and those in related agencies who also serve the handicapped; and as the opportune time to begin framing concrete action steps to move plans on paper into practice. Because of the scope and complexity of the issues, neither the planners nor the contributors see this publication as holding all the answers on implementation of Public Law 94-142. All concerned, however, must feel that the information generated and contained here represents a giant step toward getting the mandates of the law into actual educational activities for handicapped children.

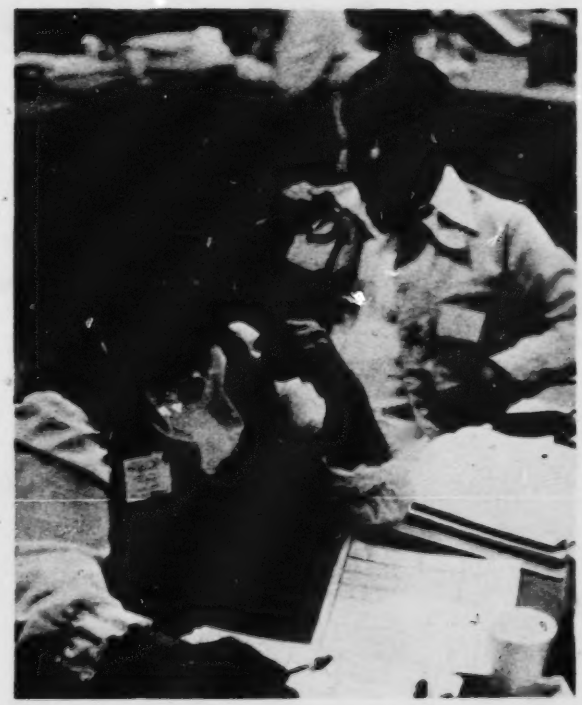
It is hoped that this document contains information that will stimulate the creative, coordinated efforts that must occur on behalf of the handicapped if *all* children are to receive a free, appropriate education. This document should be most useful as a reference book—not to be read through in one sitting, but to be used as an information source and a stimulus for problem-solving. Each component addresses separate problems and can be used as a resource to address specific needs. It is recommended, however, that all areas and components be addressed at some phase of program planning.

For those who were unable to attend the conference, but who will use this publication as an aid in planning, implementation, or monitoring of services for handicapped students, a list of materials disseminated to participants is included. The supplementary information was selected from a wide array of available materials; each of the books is seen as an excellent source for a particular topic.

Also included are a list of presenters and topics, an evaluation of the conference, a list of BIA and SRRC staff with their conference responsibilities, and a directory of all contributors.

As a final activity of the conference, all participants met in Area groups to formulate definitions of special education, and to articulate goals for implementing Public Law 94-142; these, too, are included.

With the publication of this document, participants will have in hand the work they generated at the conference. It is hoped it will renew or enhance the enthusiasm and commitment they expressed at the conference. For those who were not in attendance, it is hoped they will find here information that will help them establish the communication, coordination and commitment necessary to implement full educational services for *all* handicapped children and youth, in compliance with Public Law 94-142.



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SECTION TWO: THE WORKSHOPS

Workshop Assignments
Workshop I: Administration and Fiscal
Workshop II: Assessment and Placement
Workshop III: Program and Evaluation
Workshop IV: Protections
Area Goals
Where Do We Go from Here?

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Workshop Assignments

	Area Office
Group 1:	Aberdeen Billings Minneapolis Portland Sacramento
Group 2:	Albuquerque Phoenix
Group 3:	Anadarko Eastern Muskogee
Group 4:	Juneau Navajo

Administrative Areas of the Bureau of Indian Affairs

I. ADMINISTRATION AND FISCAL KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
1. FUNDING PATTERNS:				
3100	X	X	X	
Operation & Maintenance	X	X	X	
Title I — ESEA	X	X	X	Cooperative School
Title IV - C ESEA	X	X	X	
Title VI - B	X	X	X	Tribal — O.E.
Title IV - C	X	X	X	Tribal
Title IV - B LEA	X			Public School
Title VII	X	X	X	
Johnson O'Malley				Public School
P. L. 874				Public School
Social Services Act — Title XIX				Per Qualified Child
BIA Social Service				Per Qualified Child
SSI (Supplemental Security Income)				Per Qualified Child
Veteran's Administration				Per Qualified Child
Vocational Rehabilitation				Per Qualified Child
Civil Rights VI. IV	X			Public School
Private Organizations	X	X	X	Tribal
CHAMPUS (Special Education for Children of Military Personnel)				Individual Child
P.L. 93-318				Tribal
Headstart (10% must be handicapped)				Johnson O'Malley—O.E.
Public Foundations				X
Child Welfare	X	X		X
CETA (Comprehensive Employment Training Act)				X
State Education Funds on Contract				X
OCD — HEW (Office of Child Development)				X
ONAP — HEW (Office of Native American Programs)				X
DD — St., HEW (Developmental Disabilities)				X
State Crippled Services (Direct)				X
Indian Health Service				X
National Institute of Health				X
Employment Assistance				X

FUNDING PATTERNS FOLLOW-UP ACTIVITIES

Group	FUNDING PATTERN:	Technical Assistance Needs	Coordination	Monitored By
3 4	All subcomponents	Knowledge of P.L. 94-142 Chance for input from health providers Funding information Role definition for Central, Area and Agency levels	Contact local agency or principal; Area education officer; Director of Special Education; or BIA Social Services, Local Agency	
4	Headstart	Mental retardation and pre-school programs		Office of Education
2	Public Foundations	Identify available sources		
1	3100 Title I, ESEA	Fund line for special education; compliance, proposal development, program development for 3100 and Title I	Superintendent School Board Principal Advisory Council Title I coordination	Central/Area

I. ADMINISTRATION AND FISCAL KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
2. NEEDS ASSESSMENT				
BIA Education Local Day Schools	X			
Boarding Schools		X		
Bordertown Dormitories				X
BIA Specialists (including consultants to local schools)	X	X	X	
Resource Room Teachers	X			
Principals	X			
Counselors	X			
Teachers	X			
Tribe – Community Health Representatives				Local PHS
State Institutions (placed by BIA Social Services)		X	X	Local PHS
Individual Referrals – Parents	X	X	X	Parents
Mission Schools				X
IHS – PHS (Indian Health Service–Public Health Service) Field Health Nurse Clinics				Parents
Child Find	X	X	X	Day Care Centers, Parents, IHS
Identification, Referral, Evaluation	X	X		
Program Development, Follow-up	X	X	X	
Physicians				IHS
Psychologist	X			IHS – BIA Contract
Agency Social Services	X	X		
State Social Services				X
Special Education Test Materials				X
Mental Health Regional Offices				X
Juvenile Court				X
Psychological Testing Centers				Contract
BIA Plant Management			X	

NEEDS ASSESSMENT FOLLOW-UP ACTIVITIES

Group	NEEDS ASSESSMENT:	Technical Assistance Needs	Coordination	Timeline
1	All subcomponents	Access to diagnostic team at all levels Interagency cooperation on release of information Cooperative timeline Identification of liaison person		Review annually
3	Social Services	Visit appropriate agencies	Area personnel	1 week
	Public Health	Orientation to relationship of services available in making the needs assessment	Area personnel	30 days
	Education Sites a. boarding b. day c. dormitory		Area personnel	30 days
	Area school social worker/ education specialist		Area personnel	30 days
	Psychological testing centers	Contact state departments	Area personnel	60 days

4	Child Find	Adequate funding	Between agencies: Rural CAP, etc. State	Ongoing
	Identification Referral Evaluation	Inservice training		
	Program: Development Follow-up Evaluation	Monitoring		

I. ADMINISTRATION AND FISCAL KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
3. STAFF:				
Professional staff:				
Certified teachers (resource, itinerant)	X			
Teachers, private schools	X			
Principals	X			
Professional Support Staff:				
Nurses	X	X		
Speech Therapists	X			
Occupational Therapists	X			
Diagnosticians	X	X		
Social Workers	X	X		
Audiologists	X			
Physical Therapists	X			
Paraprofessional Staff:				
Aides	X			
Consultants:				
Other specialists	X	X	X	
Administrative Support Staff:				
Special education coordinators	X	X		
Program coordinators	X	X	X	
Clerical	X			
Volunteers:				
Parents	X			
Foster grandparents	X			
Volunteers	X			
Family – relatives	X			
Medical Support Staff:				
Medical specialists	X	X		
Community Support Staff:				
Law enforcement personnel	X			

STAFF FOLLOW-UP ACTIVITIES

Group	STAFF	Technical Assistance Needs	Coordination	Timeline
3	All subcomponents	State certification of teachers on reservation Bureau-organized, ongoing inservice Dissemination of relevant BIA materials to special education teachers Orientation to Bureau and BIA organization All staff needs to be determined following needs assessment phase	Staffings needed with teacher, nurse, social workers, parents, to help understand total needs of the child Orientation of full staff including: custodial, cafeteria, etc., before school opens to know needs of special children	August. Before school opens to know needs of special children

4	Teachers	Provide inservice		Ongoing
	Speech Therapists	Provide inservice		Ongoing
	Occupational Therapists	Provide inservice		Ongoing
	Diagnosticians	Provide inservice		Ongoing
	Social Workers (school)	Provide inservice		Ongoing
	Paraprofessionals	Provide inservice		Ongoing
	Audiologists	Provide inservice		Ongoing
	Nurses	Provide inservice	With school, hospital	Ongoing
	Clerical			
	Administration			
1	Teachers Principals/ Superintendents Aides Coordinators Therapists (occupational, etc.) Paraprofessionals	Certification Ongoing inservice		
	Medical Staff Social Workers Law Enforcement Community Foster Grandparents Diagnosticians, psychometrists, etc. Family	Interpretation of federal law Definition of "handicapped" Guidelines for education Dissemination of information on rights		

I. ADMINISTRATION AND FISCAL KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
4. PERSONNEL DEVELOPMENT Inservice training	X	X	X	Public school, tribe
Workshops and seminars sponsored by universities and conducted on-site; also sponsored by state departments	X	X	X	Universities, state departments
Night courses and extension courses in special education conducted by colleges and universities	X	X	X	Colleges, universities
Correspondence courses				Universities
Films			X	Public schools, universities, ALRCs
ACLD (Association for Children with Learning Disabilities)				X
Indian Health Service	X	X	X	
Easter Seal				X
Educational supply companies				X
Site visitations		X	X	Other locations
Education specialist, in-house	X	X	X	
Tribal Agencies				X
Teacher aides training undertaken	X			Contracts: universities
Orientation for persons coming in as new staff members	X	X		
Administration training				Civil Service
Community training and awareness				Tribe
BIA Contracts — Title I, etc.				As part of project
Training Center			X	
BIA Tribal Scholarship programs		X	X	
Community Health Representatives	X			
Parent education	X			Tribal
ARC — NARC (Association for Retarded Citizens — National Association for Retarded Citizens)				X
CEC (Council for Exceptional Children)				X

PERSONNEL DEVELOPMENT FOLLOW-UP ACTIVITIES

Group	STAFF:	Technical Assistance Needs	Coordination	Timeline
		General: All personnel must meet certification standards	Personnel development across all areas needs coordination	
		Technical assistance needed from: program planners, Public Health staff, plant management (BIA)		
		Assessment for placement	Principals and administrators	Summer, ongoing
		Due process training (the child will have rights)	Special education coordinators	Short-term workshops
		Interpretation of P.L. 94-142		
		Identification of children in classroom		
		General special education philosophies, goals, techniques, materials, diagnostic-prescriptive teaching methodologies		

I. ADMINISTRATION AND FISCAL KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Public School	Other
5. FACILITIES:					
Ordinary classrooms	X				
Mobile units, funded by Title I	X				
Construction priorities met		X	X		
Churches (may allow utilization of classrooms)					X
Existing school buildings	X			X	
Self-contained classrooms	X			X	
Resource rooms	X			X	
Home-based Community Action Program					Parent
Headstart	X				Tribe
Day/residential facility	X				Tribe
Program for MR through Mental Health					Tribe
Community building (tribally owned)					Tribe
Mobile vans; i.e., for clinic (LEA) and library use	X				
Private school	X				Parent

FACILITIES FOLLOW-UP ACTIVITIES

Group	FACILITIES:	Technical Assistance Needs	Coordination	Timeline
		Survey handicapped population and types of services needed so that planning can be initiated for securing adequate facilities Ordinary classrooms will not provide for all the needs of special education students, so specialized facilities are needed in classrooms and institutions Small group homes (pre-delinquent)	Coordination needed between school board, advisory council, tribe, offices of facilities and engineering, and BIA plant design and management	Ongoing waiting list

		Assessment centers for diagonsis and evaluation Mental Health Centers Short-term treatment centers Central Office provide information on other funding sources for buildings Provide special facilities for the profoundly handicapped Convert regular program facilities for special education or build additional space		

I. ADMINISTRATION AND FISCAL KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
6. EQUIPMENT				
Prosthetic devices				Indian Health Services Vocational Rehabilitation
Hearing aids				Indian Health Services
Some special equipment				State may provide, based on handicap

Group 3: Suggested Activities

1. Establish kinds of equipment needed for population to be served.
2. Inventory on-hand equipment.
3. Write needs into project.
4. Apply for state and federal excess property.
5. Apply to philanthropic groups such as Lions Club, community groups, churches, Shriners, veterans organizations, etc.
6. Utilize Indian Health Services, Vocational Rehabilitation and state resources.

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I. ADMINISTRATION AND FISCAL KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
7. TRANSPORTATION				
BIA Contractor	X	X		
3100 Transportation	X	X	X	
Title I			X	
Title IV—ESEA (Elementary and Secondary Education Act)			X	
Vocational Rehabilitation Public School transportation State School Transportation Office Community Health Representatives Crippled Children's Services				Indian Health Services

Group 3: Suggested Activities

1. Utilize existing vehicles.
2. Write needs into project. Include vehicles and mileage for parents.
3. Utilize parent groups.
4. Modify existing vehicles for special needs.

I. ADMINISTRATION AND FISCAL KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (BEA)	Other
8. PROGRAM EVALUATION				
Pupil personnel	X			
Student progress	X			
Parents	X			X
School board	X			Tribe, Public School
Parent Council	X			Tribe Public School
Teachers/Principals/Aids/Superintendents	X			
Community resources	X			X
Administration and education specialists	X	X		
Education programs		X		
Monitoring			X	
BIA Social Services	X	X		X
Education specialists	X	X		
Counselors	X			
Tribal government				X
Students	X			
Accountants	X	X		
Special education coordinators		X		
Other specialists		X		
Federal programs officers		X		
Division of Research and Evaluation			X	
Advisory Council			X	
IERC program coordinator			X	
Fiscal officers			X	Federal audits
Indian Health Services				X
Colleges, universities				X
State special education departments				X
Regional resource centers				X
Third-party evaluations				Contract
Regional guidance centers				X

PROGRAM EVALUATION FOLLOW-UP ACTIVITIES

Group	PROGRAM EVALUATION:	Technical Assistance Needs	Coordination	Timeline
1		Compliance with law	Area office and agency	FY 78-80 and ongoing (dependent of funding source) Final evaluations yearly
		Development of locally acceptable measurement instruments or processes Training evaluators Sharing of information from accountant or fiscal officer	Central Office State department of education Etc. (dictated by funding source)	
2		Student progress; how to implement system Establishing criteria for evaluations Information on approval guidelines	Among: BIA Social Services and Education	Annually
			Indian Health Service and Social Services	Annually
			LEA, tribe, state department of education and funding source	Annually
3		Help needed in developing evaluation tools		No later than January 15, 1977

4		Identify the outcome, process and organization elements that require evaluation Identify a group to coordinate all evaluations	Agency, Area and Central	By January 31, 1977

I. ADMINISTRATION AND FISCAL KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
9. COMMUNITY RESOURCES				
Parent Group	X			Tribe
School board	X			
Teachers and aides	X			
School programs	X			
Career development centers	X			
Community workers	X			X
Social services	X	X	X	
Vocational programs	X			
Indian Health Services			X	
Legal aid service				Public School
Tribal programs	X	X		X
Headstart				Tribe
Tribal council				X
Local hospitals				X
Special schools				X
Private groups				X
University programs				X
Student work-study program				X
Drug and Alcohol Abuse Centers				X
Volunteers (including senior citizens)	X			
Learning resource centers (formerly IMC's)		X	X	
IERC (Indian Education Resource Center)			X	
Advisory council			X	
Service organizations	X	X		X
Indian culture centers				X
Church organizations	X	X		X
Public school districts	X	X		X
Regional resource centers				X
Regional guidance centers				X
State agencies				X
Professional organizations, e.g., AAMD, etc.				X
Advocacy groups, e.g., ARC	X			X

COMMUNITY RESOURCES FOLLOW-UP ACTIVITIES

Group	COMMUNITY RESOURCES:	Technical Assistance Needs	Coordination	Timeline
3		Inservice training Program development Community education Communication Workshops for parent education	Local, area, central office Area, agency, local Local level (they know their needs)	Ongoing

Group 4: Other Suggested Activities:

1. Utilize community resources based on program needs.
2. Identify program needs by:
   a. population characteristics, i.e., age groups
   b. health conditions
   c. education needs
   d. recreational needs
   e. occupational needs
   f. environmental considerations.

COMMUNICATION FOLLOW-UP ACTIVITIES

Group	COMMUNICATION:	Technical Assistance Needs	Coordination	Timeline
3		Formulate brochure to inform, educate community members concerning the right of all children to a free and appropriate education.	Central Office to produce and circulate to Area general information for awareness campaign.	

PARENTAL/SUGRROGATE INVOLVEMENT FOLLOW-UP ACTIVITIES

Group	Parental/Surrogate Involvement	Technical Assistance Needs	Coordination	Timeline
3		Because permission from parents is required for a child to participate in a program, help parents become aware of education for the handicapped and its requirements.	Local and area are responsible to meet the needs of the child; coordination needed.	Immediately and ongoing.

COORDINATION FOLLOW-UP ACTIVITIES

Group 4: Suggested General Coordination:

Coordination needed at all levels.

Coordination between the BIA and other agencies.

Identify other agencies that should be contacted and coordinated:

BIA Central Office
BIA and Chief State School Officer for each state
Commissioner of Indian Affairs
Deputy Commissioner for BEH
Commissioner of Education
Secretary of Interior
Secretary of HEW
Congress
National Advisory Council for Indian Education
Council for Exceptional Children
SRRC Region 3 Management Board

Technical Assistance Needs:

1. Need means to bring powers together to address this need; as a suggestion, NASDSE could sponsor a meeting of state directors affecting BIA, CSSO, etc.
2. National Advisory Council for Indian Education and the tribes need to operate in advocacy roles before Congress.
3. Need definite policy statement from BIA officially committing BIA to provide education for handicapped as well as gifted and talented Native Americans.
4. Need to request copies of state plans of Utah, New Mexico and Arizona. Determine what these states plan regarding child find; what is their relationship with Secretary of Interior. (How is child find coordinated with the BIA?)
5. Need directive from Commissioner that state plans for FY '76 be implemented.
6. Need interagency committee that will have responsibility for this coordination.
7. Need Region 3 task force to develop a plan for coordination of child find efforts between states efforts and the BIA.

JURISDICTION FOLLOW-UP ACTIVITIES

Group 3: Suggested Jurisdictional Activities

1. The BIA is the advocate for **all** Indian children.
2. The BIA should conduct the child find activities in each community and report the data to the BIA, and the tribes and pueblos involved, and to such others as have responsibility.
3. The BIA should negotiate with the several states as to who shall count—for statutory purposes—and provide the direct services to children. (This need is most critical for the teen-aged handicapped.)

II. ASSESSMENT AND PLACEMENT KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
1. IDENTIFICATION:				
	Parents Parents Advisory committee Community Health Representatives Private physicians Free clinics Home/school coordinators Public school staff Tribal government Police and courts Federal program administration Special education staff School bus drivers Tribal newsletter	BIA Social Services Nutritionist	State Department of Education	Public Health Home economist Agriculture extension agents Police department Radio Child Find; e.g., Idaho Title I Well Baby Clinics Headstart teachers Day care centers Ministers Parent teacher organization Special Education of the American Medical Association (SEAMA)
Health-related problems	Public Health: physicians nurses Community Health Representatives Medical staff from local level to hospital or institutional care		Indian Health Service State Educational Agency	Muscular Dystrophy March of Dimes United Cerebral Palsy Medical organizations Professional organizations State health agencies
Emotionally handicapped	Psychologists Psychiatrists Mental Health personnel Social workers Peer students		Social service	Universities Colleges Professional organizations

The following resources were identified for students with specified physical handicaps; location (i.e., agency, area, etc.) was not specified. These are examples only. Comprehensive research will be needed to identify more resources:

Visual handicaps	Indian Health Service Eyes for Needy Private agencies Social service agencies			
Hearing handicap	Indian Health Service, Special schools			
Orthopedic	Crippled Children's Foundations			
Speech	Schools			
Metabolic	Indian Health Service, Special programs, Cystic Fibrosis			
Genital urinary dysfunction Gastrointestinal Neurological (hyperactivity) Cardiac Pulmonary (respiratory) Allergies Hemotologic	Health clinics Special programs			
Muscular	Physicians			

IDENTIFICATION FOLLOW-UP ACTIVITIES

Group	IDENTIFICATION:	Technical Assistance Needs	Coordination	Timeline
2	All subcomponents	Over-identification is a problem Indian Health Service involvement Process for parent advocate or liaison coordination Developmental Disabilities involvement Indian Education Research Committee and/or state involvement Community awareness programs	Coordination between functional responsibilities: tribe, state, school district Education, health, social services and other state agencies BIA education, social services and Indian Health Services County services and universities	
3	Health	Determine physical problems and management	Indian Health Services and private health, etc. (as indicated by health handicap)	
1	Task force identified Awareness campaign Child find	Dissemination of materials Expertise on "how to" disseminate Instruction in public and BIA law Public relations training Use of media Identification of governing values of population	Central Office Special Education Coordinator Area Law Office Agency tribal members	Ongoing but prior to beginning of school
4	Physical handicaps Mental disorders Emotional disorders	Complete the list of handicapping categories to be identified; then research all resources related to these handicapping conditions	To avoid overlap To identify resource deficiencies	Immediate initiation; ongoing

II. ASSESSMENT AND PLACEMENT KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
2. SCREENING:				
Determine handicap Diagnose degree of handicap Consider conditions for placement	Parents Health Social services Administration Special education staff Tribal programs Special education coordinator In-house experts	Special education coordinators Federal program administration	All diagnosticians: provide access to on a timely basis IERC	Tribal Mental Health Social Services County Social Services Headstart teams United Way Diagnostic Centers Self-referral University referral Consultant/contract Indian Health Services Personnel (generally at the off-reservation boarding school) Disease control Title I projects

SCREENING FOLLOW-UP ACTIVITIES

Group	2. SCREENING	Technical Assistance Needs	Coordination	Timeline
3		Confidentiality Reliability of screening Hire diagnosticians within the school or bring into the school Access to diagnosticians on a timely basis		
2		Need for forms for release of information between agencies	Special education coordinating task force	
1	Identify team	Information on education exceptionalities Educating parents	Parent council Special education personnel	Prior to school year
4	Develop screening instruments	Nondiscriminatory testing techniques Child development Acquisition of language Background/application information forms		
	Implement screening	Administration of instruments Compiling screening results Record keeping Techniques for reporting to parents		Six weeks into school year

II. ASSESSMENT AND PLACEMENT KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
3. REFERRAL:				
(Conditions identified in screening process will determine referral sources)	Counselor Diagnostician Speech and Auditory Learning Disabilities coordinator Diagnostic centers	Psychologists Diagnostic teams Tribal council	Diagnostic teams	Headstart diagnostic teams United Way diagnostic centers Public Health home-school coordinated diagnostic centers: 1) Northern Arizona University 2) State

	Boarding schools Law enforcement agencies Headstart Day care center Contract specialists Indian Health Services Pupil personnel Disease control Tribal operations Title XIX CHRS (Community Health Representatives)			Foster care Rehabilitation Rehabilitation centers Crippled children evaluation centers County mental health and retardation centers Medical personnel: neurologists opthamologists dieticians pediatricians orthopedists therapists (occupational and physical) psychiatrists ear, nose, throat specialists Volunteer groups Public health nurse American Hospital Organization Community mental health organizations Alcohol and rehabilitation centers Drug rehabilitation centers Child guidance centers Home economists County agents Title I projects

REFERRAL FOLLOW-UP ACTIVITIES

Group	REFERRAL:	Technical Assistance Needs	Coordination	Timeline
2		Forms Release for information exchange between agencies		Timelines for referrals, reporting and exchanging information, coordination between agencies providing services
3		Help in interpreting some of the forms and systems Timelines in moving from one referral to the next Timely tracking system Follow-up to be done by Area, with Central to provide technical assistance as requested	To be done by Title VI coordinator	Ongoing
1		Inservice Funding Cooperative development or referral forms and procedures, communications, delineation of responsibilities of Indian Health Services, Education, Program, social services, parents	Central, Agency Area and Agency Solicitor to check that legal implications of referral in regard to P.L. 94-142 are carried out University research BIA Central Office	May 30, 1977

1		Evaluate referral system in regard to goals of P.L. 94-142	CEC, ACLD, AAMD American Academy of Pediatrics and other professional organizations	

II. ASSESSMENT AND PLACEMENT KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
4. STAFFING PROCEDURES:				
Involve the administrators Utilize a team Have the child diagnosed before he comes to school Include always a person who knows the child	Social Services Indian Health Service nurse Specialist Resource teacher			Parent, guardian or surrogate
4.A. Non-biased Assessment Illinois Test of Psycholinguistic Abilities Wepman Peabody Picture Vocabulary Test Physical examination	Teachers* (resource and itinerant) Staffing personnel Parent council Parents* Social worker Administrators* Counselors Education specialists Special education administrator Aides Parent-home coordinator* Educational diagnostician Physician administrator* School nurse* Curriculum specialist Recreational therapist Occupational therapist Physical therapist Opthamologist Audiologist Vocational rehabilitation counselor Transportation person* Speech pathologist Methods and materials specialist *Permanent members of staffing team.	Social worker Education staff	IERC Social services (responsible by law to monitor) Indian Health Service—Maternal and Child Health consultant BIA special education coordinator Local (1-50) state representatives Member of Parent Advisory Group Social Services representative Outside specialty evaluation teams and services Contract auditors, system, management, etc.	Indian Health Local universities and colleges Psychologists Psychometrists State departments of education Service organizations Professional associations Hearing and speech pathologists Psychiatrists Neurologists Native practitioners Physical therapists State welfare departments Vocational Rehabilitation Crippled children's clinics State institutions Regional resource/guidance centers Tribal programs (Headstart, Follow Through)

II. STAFFING PROCEDURE FOLLOW-UP ACTIVITIES

Group	4.A. Staffing Procedure:	Technical Assistance Needs	Coordination	Timeline
4	Nonbiased assessment:			
	Previous educational and social experience	Utilize school and social service records	Between schools and agencies	
	Individual evaluation devices (informal)	Contracts	Between agencies; schools and consultants	
	Examination of test results in light of local norms	Assistance in norm testing		
	Itemized analysis of test results	Consultants		
1		Recruiting of staff members Train staff members as to roles, responsibilities and relationships Disseminate information	Administrator of school and school board Area education specialists or federal program officers; ongoing inservice Area and Agency Education Officers Monthly newsletter	Immediately and ongoing
2		Develop in-house capability for diagnosis Assuring parent participation in diagnosis Combinations of subtests (no one single instrument) Finding what parents want (purpose) Goals		
3	Development of an assessment program Selection and interpretation of assessment instruments Professional staff to administer assessment instruments Determining feasibility/applicability of testing in native language	Local and area		Immediately and ongoing

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NONBIASED ASSESSMENT: ADDITIONAL COMMENTS

Group 1: Why are comprehensive assessments necessary?

To lead to developing potential in all areas and all facets of human development: social, physical, cognitive, cultural, economic, etc.

To develop long-range goals and short-term objectives.

To define and identify available resources that will be pertinent to the total development of the individual child.

To establish timelines for reviewing or revising IEP.

Hopefully, to identify specific responsibility in implementing the IEP to assure attention to all areas above.

II. ASSESSMENT AND PLACEMENT KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
4. STAFFING PROCEDURE:				
4.B. Individual Education Program (IEP) (overall program for a child)				
Committee	Parent or surrogate Child Teachers School representatives Placement committee Social workers Support (i.e., psychologist, audiologist, speech therapist, etc. Consultant, as dictated by handicap	Area directors Fiscal responsibility Monitoring	BIA Special Education Guidelines Monitoring	Community State guidelines Parent Advisory Council Tribal education programs
Gathering information	Above, plus Social services	Social services		Public Health Service State agencies Community resources Previous schools Contracts Colleges and universities
Formation of staffing	Above, plus Social services	Social services		Regional guidance centers Community Medical component (physician, nurses, psychologists) Therapists (speech, occupational, physical)
4.B. Individual Education Program (IEP)				
Developing the IEP	Parent or surrogate Screening committee Curriculum development specialists Special teachers Regular teachers with special education background School administrator Social Services (BIA-State-Tribal) Regular established services	Curriculum education specialists Social Services (BIA-state-tribal)		School boards Psychologists/speech, other resource evaluators Trained counselors BIA Titles I and VI personnel Regional Resource Centers Area Learning Resource Centers Contractual services (universities, rehabilitation, vocational rehabilitation) CEC technical assistance State programs—deaf, blind, Headstart Indian Health Services (contracts with pertinent specialists)

	Public school busing Contractual services (air-ground)			

STAFFING PROCEDURE FOLLOW-UP ACTIVITIES

Group	STAFFING PROCEDURE:	Technical Assistance Needs	Coordination	Timeline
	B. IEP			
4	All subcomponents	Further aid and education for administrators Inservice training for all involved Planning additional schools and facilities and staff for placement	Needed for ALL Coordination officer (special education specialist or director) Communication with S.S., PHS, IHS, public school, private school, contractual, etc. so that all are informed of responsibilities, steps needed, decisions to be made, etc.	Ongoing — immediately
1		Who develops the IEP?		Six weeks: beginning immediately after diagnosis or recommendation for placement
3		Training of local staff Assistance in writing individual educational program Evaluation	Agency, Area offices Regional Guidance Centers Colleges and universities LEA and Agency	As soon as possible: ongoing as necessary As needed annually
2		Help in identifying: strengths, weaknesses, learning styles, long-range goals, short-range goals Identify persons responsible Establish timelines		

ADDITIONAL COMMENTS

Group 1: Technical Assistance needs for IEP

Individual Education Program — IEP

Technical Assistance is needed

From Central Office to Area
From Area to Agency
From Agency to LEA

Technical assistance is needed for training in the **development** of an IEP:

1. Professionals directly involved: teachers, speech therapists, etc.
2. Professionals indirectly involved: psychologists, nurses, administration, etc.
3. Paraprofessionals: teaching, social, etc.
4. Parents.
5. BIA: central, area, local agencies.

Technical assistance needed for training in **implementation** of IEP

1. All of above.

Technical assistance is needed for **providing awareness** of IEP's to:

1. State level.
2. Legislative.
3. Advisory.
4. Community including parents, agencies.
5. LEAs.

Technical assistance is needed by all support agencies:

1. Referral (Indian Health Service, Bureau of Indian Affairs, Social Services, community, state).
2. Supplemental services (Indian Health Service, Bureau of Indian Affairs, Social Services, community, state).
3. Community services (tribal, Elks, etc.).

ADDITIONAL SUGGESTIONS FOR STAFFING PROCEDURES

Group 1: Suggestions for Authority of Staffing Committee Members as a Group:

LEA:

1. Obtain referral.
2. Obtain consent to evaluate.
3. Obtain global evaluation consent for in-depth diagnosis.
4. Refer for in-depth diagnosis.
5. Diagnose.
6. Call together staffing team.
7. Devise IEP (individual educational program).
   (a) Placement options discussed.
   (b) Placement options evaluated to determine best or proper placement services:
      i. place
      ii. least restrictive environment
      iii. transportation
      iv. parent involvement
      v. evaluation of program.
8. Consensus of staffing committee and parents as to IEP.
9. Insure no cost to parents for IEP.
10. Place child in program.
11. Evaluate child progress.
12. At least year-end evaluations.

SEA:

1. Insure that P.L. 94-142 is enforced.
2. Monitor LEAs.
3. Monitor due process procedures, including appeal.
4. Provide technical assistance.

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II. ASSESSMENT AND PLACEMENT KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
4. STAFFING PROCEDURES: **4.C. Placement**				
Assemble placement staff Involve Parents	Medical representatives Teachers (special, resource, itinerant, and regular) Social service representatives Clergy Psychologist School social worker BIA personnel State personnel if appropriate Therapist (speech, occupational, etc.)	Education specialist Adult education		Adult education (contract) Indian adult basic education Residential special service schools (school must be screened and approved) State-operated special schools, e.g. Crippled Children Privately operated schools

	Nurses Instructional support services for visually impaired Counseling and guidance Mainstream (regular class)			

STAFFING PROCEDURE FOLLOW-UP ACTIVITIES

Group	STAFFING PROCEDURE:	Technical Assistance Needs	Coordination	Timeline
	4 C. Placement			
1	All subcomponents	Construction of facilities Legal clearance for placement in private and state schools Assistance of placement of child into: residential schools, state operated schools, private schools Assistance from Area in securing funds from sources directly related to placement	Federal Program Officers Parents and all personnel involved	By September, 1977 Ongoing thereafter
3		Call in Area and Central offices consultants if needed to set up placement committee	Area and local Title VI coordinators working in cooperation	Ongoing

ASSESSMENT AND PLACEMENT KNOWN RESOURCES

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COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
4. STAFFING PROCEDURES:				
4.D. Reassessment				
Analysis of effectiveness of services in meeting the needs of the child; measurement of child's progress	Social services Education specialist School psychologist School nurses Speech therapist Classroom teacher Parents Tribal Education Committee Analysis and appraisal by placement committee consisting of parent, receiving teacher, administrator, special education administrator	Monitoring	Monitoring	

STAFFING PROCEDURE FOLLOW-UP ACTIVITIES

Group	STAFFING PROCEDURE:	Technical Assistance Needs	Coordination	Timeline
	4.D. Reassessment			
4	Annual case review	Multidisciplinary team		
	Effectiveness of long-term and short-term objectives	Multidisciplinary team	Parents, teachers and team	
3		All involved in assessment would be involved in program reassessment to extent needed	Primarily local with assistance from Area	Ongoing

III. PROGRAM AND EVALUATION KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
1. Individual Education Plan (day-by-day plan)				
Develop form	X	X		
Inservice training	X	X		
Select staffing committee	X			
Discuss child's strengths and weaknesses	Staffing committee			
Prioritize annual goals	Staffing committee			
Write short-term objectives	Teacher-parent			
Identify specific educational and/or support services Designate responsible person: percent of time beginning and ending dates of short-term objectives	Teacher and committee			
Designate review date	Teacher			
Identify short-term goals, intervention techniques and materials and/or resources	Teacher			
Specific behavioral objectives and instructional objectives	Placement committee, parents, teachers, child, administrators, special education coordinator	Printed resource guides Personnel training		
Specify services and people	Special education teacher Counselor Medical/psychological personnel Social and welfare Therapists			
Identify evaluation criteria	Placement committee Administration Special education coordinator	Technical assistance in designing an evaluation method		

Match materials/methods to learning style and abilities	Special education teacher Parents Special education coordinator Media specialist	Inservice training for the development and/or use of methods and materials		

INDIVIDUAL EDUCATIONAL PLAN FOLLOW-UP ACTIVITIES

Group	Individual Education Plan	Technical Assistance Needs	Coordination	Timeline
3	All subcomponents	Parent training	LEA, Agency, Area	As necessary
		Legal assistance from solicitor's office	Area	As necessary
		Transportation	Local	As necessary
		Itinerant staff	Local and Area office	As necessary
		Designation of parent surrogate for those children who are wards of the court	Solicitor	As necessary
2		Curriculum guide and policy Consultants Resource development: teachers and aides administrators parents and family students where applicable advocacy groups community resources	Ongoing communication and follow-up: sharing of plans built-in format (e.g., contracts, interaction with family, etc.) responsibilities spelled out (policies and procedures)	
1	Identify specific behavioral objectives and instructional objectives	Writing of behavioral objectives Writing of task analyses Consultation as needed by experts	Special education coordinator	Initial and ongoing
	Specify services and personnel	Resource guides printed or personnel trained	Special education coordinator	Initial and ongoing
	Match materials and methods to learning style and abilities	Inservice training for development and/or use of methods and materials	Special education coordinator	Initial and ongoing
	Identify evaluation criteria	Technical assistance in designing an evaluation method	Special education coordinator	Initial and ongoing
		Technical assistance in group communication and value clarification skills		Ongoing
4	Develop form		National Association of State Directors of Special Education (NASDSE)	By August, 1977
	Inservice training		Agency coordination	By August, 1977
	Identify specific educational and support services	Varies according to child		By August, 1977
	Designate responsible person	As needed by child		By August, 1977
	Designate percent of time	As needed by child		By August, 1977
	Designate beginning and ending dates for short-term objectives	As accomplished		By August, 1977
	Designate review date			At least annually
	Identify short-term goals, intervention techniques, materials and resources			As mastered

1. **Group 3: Suggested Team for Individual Educational Plan**
   1. Child
   2. Parent or surrogate
   3. Referring and receiving teachers
   4. Agency or Area administrator
   5. Educational diagnostician
   6. School nurse
   7. Counselor
   8. Therapists: speech, physical, occupational—as dictated by child's needs
   9. Psychologist
   10. Audiologist
   11. Social worker

III. PROGRAM AND EVALUATION KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
2. CURRICULUM DEVELOPMENT:				
Special Education Guidelines		X	X	X
Special Education State Guidelines				X
Special interest groups: RRC's, CEC, NASDSE, Deaf-Blind, etc.				X
Bilingual curriculum: Title VI and other Titles				X
Headstart	X			X
State colleges and universities				X
Parents				X
Indian Health Service				X
Dental association				X
Occupational and physical therapists				X
State dairy associations				X
Extension agents	X			X
Programmed learning series				X
Perceptual-motor programs				X
Vocational programs	X	X		X
Sheltered workshops	X			X
Private companies (oil, phone, gas, etc.)				X
Kennedy Special Olympics (and other physical education programs)				X
Local police, fire, citizen, or tribal groups	X			X
Textbooks				X
National Education Association				X
Concerned individuals in education	X	X	X	X
Local schools	X			X
Develop your own curriculum	Parents Teachers (with various specialties) Administration Child, if old enough **Rotating members:** Health service personnel Local businessmen		Resource specialists Department heads Resource centers	State Crippled Children Agencies State Department of Education personnel State Department of Health personnel Indian Health Services: maternal child health specialists Alcohol and drug abuse centers Vocational rehabilitation centers Institutions (residential)

	Local citizens Resource centers Social services Tribal			College special education programs Demonstration schools
Modify existing curriculum	Same as above, plus: Local libraries Scope and sequence of teacher guides Teachers with special training or contacts Interagency curriculum exchange		Same as above plus: Central Office curriculum programs	Same as above plus: Publishing companies University curriculum departments Trade schools Foundations: Kennedy Ford Rockefeller Carnegie Regional Resource Centers Extension departments Education clearing houses ERIC CEC and subdivisions (ACLD, ASHA, etc.) Private consultants

CURRICULUM DEVELOPMENT FOLLOW-UP ACTIVITIES

Group	CURRICULUM DEVELOPMENT:	Technical Assistance Needs	Coordination	Timeline
4	All subcomponents	Identification of specific resources for each specific handicapping category; specific placement for each specific curriculum component: mental process socialization Inservice training for all those involved	Centralized resource bank for each agency Between educators and parents	Complete development of resources by Fall, 1977 Ongoing
1	Use existing curriculum	Training and implementation techniques	Experts for each curriculum program	Ongoing as indicated by curriculum need
		Inservice workshop		
		Determine curriculum needs	Between teachers, LEAs and SEAs	Ongoing as related to IEPs or group needs
	Develop your own curriculum	Task analysis Behavioral objectives	Central Office Universities for inservice	May 31, 1977
		Inservice	All other program or groups as listed under Consultant column	Ongoing

2. Group 1: Curriculum Development Suggestions

"Normal" education curriculum:
- Language arts
- Mathematics
- Reading
- Social Studies
- Science
- Physical Education
- Music

Physically Handicapped

Normal education curriculum plus:
- Mobility training
- Motor training
- Sensory training
- Social skills
- Self-care
- Vocational skills
- Use of prosthetic devices
- Self-concept improvement
- Medication

Visually Handicapped

Normal education curriculum plus:
- Tactile learning
- Mobility training
- Sensory training
- Social training
- Auditory training
- Self-care skills
- Vocational
- Smell training
- Social skills
- Recreational skills
- Self-concept improvement
- Body-awareness

Hard of Hearing

Normal education curriculum plus:
- Lipreading
- Sign language
- Collage signing
- Perceptual training
- Sensory training
- Self-care skills
- Vocational
- Social skills
- Recreational skills
- Self-concept improvement

Speech and Language Impaired

Normal education curriculum plus:
- Tongue mobility
- Sensory training
- Nasality
- Stuttering
- Therapy

Specific Learning Disabilities

Normal education curriculum plus:
- Perceptual training
- Mobility
- Body-awareness
- Social skills
- Muscular control (Biofeedback)

Mentally Retarded

Normal education curriculum plus:
- Emphasis on social skills and self-care
- Vocational skills as applicable
- Values

Emotionally Disabled

Normal education curriculum plus:
- Behavior management
- Self-concept
- Biofeedback
- Medication as indicated
- Social relationships (family)
- Values

III. PROGRAM AND EVALUATION KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
3. EVALUATION				
ESEA (Elementary and Secondary Education Act), Title I	X	X	X	
State Department of Education				X
Indian Health Services	X	X	X	
Tribal Education Committee	X			X
Parent council	X			X
School board	X	X		
BIA education administrators	X	X	X	
Parents				X
Title IV — Indian Education Act				X
Placement committee	X			
Outside, third-party evaluators				X

III. PROGRAM AND EVALUATION KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
3. EVALUATION				
3.A. Monitoring and Progress	Administrator School superintendent School principal Local education specialist Indian Health Services personnel School nurse Special services Special education coordinator Tribal committees	Education specialists Social services	Division of Research and Evaluation	State consultants Regional services State services Indian Health Services National agencies SRRC Universities

III. EVALUATION FOLLOW-UP ACTIVITIES

Group	EVALUATION:	Technical Assistance Needs	Coordination	Timeline
2	Monitoring and Progress	Operation versus documentation (see resources in curriculum development)	Operation versus documentation (see resources in curriculum development)	Ongoing inservice
		Refine evaluation process (Proposed vehicle: Title I)	Evaluation centers on a team approach Set maximum time limit for results Refine process Policy: teacher responsibility (built-in management plan) Checklist for self-evaluation	At least annually Ongoing analysis and appraisal
3	All subcomponents	Plan for evaluation meetings	Responsibility of the teacher or special education teacher	Beginning and ending date would be established in the IEP
1	All subcomponents	Contracting services (area) depending on nature of handicap	Program administrator, depending on administrative structure of school	Ongoing for one instructor or teacher

III. PROGRAM AND EVALUATION KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
3. EVALUATION:				
3.B. Evaluation				
To determine the effectiveness of the IEP, all records and monitoring reports will be summarized to help determine next step	Placement committee (primary) Education specialist	Federal program coordinator	Special education coordinator	State agencies Foundations CEC, and other national organizations Colleges and universities

III. EVALUATION FOLLOW-UP ACTIVITIES

Group	EVALUATION:	Technical Assistance Needs	Coordination	Timeline
	Evaluation			
1	All subcomponents	Contracted services (Area)	Program administration	Minimum of every three months
2	All subcomponents	Special education "fits" total school programming Reliability and validity (evaluative methodology; use of statistical model from Title I) Need for foundation funding for BIA Inservice workshops	Title VI checklist being developed Define problem (state needs); set priorities; define methods; disseminate Inservice workshops Coordination needed for Title programs	

III. PROGRAM AND EVALUATION KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
3. EVALUATION: 3.C. Reprogramming				
After committee has met to fully evaluate child's progress in IEP, a new plan is written See all components under Programming	Placement committee Social service workers Education specialists			Teachers Principals Superintendents Support services Medical personnel Parents Auxiliary services (housekeeping, etc.) SEA consultants Vocational rehabilitation service

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III. EVALUATION FOLLOW-UP ACTIVITIES

Group	EVALUATION:	Technical Assistance Needs	Coordination	Timeline
	Reprogramming			
1	All subcomponents	Awareness of parent's goals for student Indian Health Services	LEA Agency — BIA SEA	Minimum: Annually
2	All subcomponents	Teacher, parent, etc. (see resources under curriculum development) Funds (carry-over funds and advance funds) Methodology Support services — community resources	IEP Define the problems Teacher, parent, etc. Support services Community resources	

IV. PROTECTIONS KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
1. CONFIDENTIALITY:				
	Students Parents School administration Privacy Act officer	Solicitor Privacy Act officer	Solicitor Privacy Act officer	Schools Code of Federal Regulations, Title XXV, Ch. 1 Tribe Nondiscriminatory Assessment....BIA, pp. 10-14 Council for Exceptional Children P.L. 94-142 Buckley Privacy Act BIA State Plan

IV. PROTECTIONS FOLLOW-UP ACTIVITIES

Group	CONFIDENTIALITY:	Technical Assistance Needs	Coordination	Timeline
4	Solicitor	LEAS need inservice on the processes of every aspect of P.L. 94-142	LEAs follow-up and coordinate confidentiality between personnel, parents and administrations within their jurisdiction	
	Parent and student involvement	Parents and students need to be informed about the law regarding confidentiality Interpreters need to be recruited for informing parents of confidentiality	Coordinate all awareness campaigns between the SEAs and LEAs	
1	All subcomponents	Parents informed orally and in writing of their rights Orientation by Privacy Act officer to new employees on privacy at each level Procedures for release of records	Program director in communication with Privacy Act officer	Continuous Ongoing
2	All subcomponents	Student rights and professionals' responsibilities Solicitors on due process Groups such as PTA Standard forms: a. Assessment b. Release c. Placement d. Point of origin (tracking); beyond this without name and other identifying information Freedom of Information Act External evaluations Technique of record review for documentation, not content	Behavioral code Release of information Home visit clarification Standard forms	

IV. PROTECTIONS KNOWN RESOURCES

COMPONENTS	Agency (LEA)	Area	Central (SEA)	Other
2. DUE PROCESS				
	Legal Aid (tribal) Education specialists Superintendent (if possible) Hearing officer Attorney at the agency level	Area personnel (trained) Area director Area assistant education director Social Services Legal aid officer	Commissioner (same process)	Solicitors Office Council for Exceptional Children Local and state ARC chapters Private attorney American Civil Liberties Union National Education Association: Defense Regional resource centers Children's Defense Fund Natural parents, surrogate parents Interpreters Juvenile probation officers Tribal government and/or attorney State educational agency Parent/surrogate

DUE PROCESS FOLLOW-UP ACTIVITIES

Group 2: Comments on Due Process

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1. Keep parents informed.
2. Keep school officials informed.
3. Prepare modifications in writing.
4. Provide for interpretation.
5. Involve parent or surrogate in setting up appointments.

Group 1: Suggested Components of Due Process

Involved people on local level:

1. Child (if appropriate)
2. Parent(s)
3. Committee
4. Human resources: teachers, other professional staff
5. Hearing officer
6. Interpreters
7. Attorneys, legal aide, any witnesses
8. Substantiating records
9. Statements:
   a. personally written
   b. letters
   c. etc.
10. Social workers
11. Medically trained personnel
12. Surrogate, if appointed
13. Recorder

Involved persons at appeal level:

1. Psychologists
2. Physicians
3. Attorneys or legal consultants
4. Interpreter
5. Child
6. Parent(s) or surrogate
7. Recorder

Group 3: Suggested Procedures When Parent Does not Consent to Referral, Evaluation, Placement or Program

If parent refuses referral or evaluation:

Educate parent through parent advocate, through personal visits to home or through school visits, by the home-school coordinator, teacher and interpreter, or social worker and interpreter. Tap other school staff members if they are acquainted with the parents. Always conduct the conversations in the parents' primary language.

If parent(s) still refuses, request hearing if in the best interest of the child.

If parent withholds consent for placement or program:

Continue negotiation through interpreter, special education teacher and administrator.

If parent orders a hearing:

Begin hearing processes; negotiations may continue until the hearing.

If parents withholds consent after hearing or refuses a compromise:

Attempt formal arbitration through a mutually agreed-upon, neutral third-party: counselor, (e.g., social worker, religious leader); outside teacher or administrator; parent and child advocates (e.g., physician, professional group representatives, such as CEC, AAMD, etc.).

PROTECTIONS FOLLOW-UP ACTIVITIES

Group 3:

Technical Assistance is needed from the Central Office on requirements, citations found in various laws.

MATRIX: LEGAL SUMMARY OF CONCERNS

CONCERN	P.L. 94-142	BUCKLEY AMENDMENT	PRIVACY ACT
PARENT INPUT			
INDIVIDUAL EDUCATIONAL PROGRAM			
DUE PROCESS			( )
LEAST RESTRICTIVE PLACEMENT		(CITATIONS)	
CONFIDENTIALITY	( )		
LEA PLAN			( )
ETC.			

*Tell where legal summaries can be found.

AREA GOALS

ABERDEEN AREA OFFICE

Goals:

1. a. Coordination of agencies in the Area which have services to provide to handicapped children.
   b. Fiscal responsibilities established at Area and Agency levels.
2. a. Awareness for parents and child advocates of special education and the possibility for education for **all** handicapped in their areas of need.
   b. Dissemination of information about the services P.L. 94-142 mandates and the rights of parents and educators in fulfilling this law.
3. Recommend to educational institutions that at least one course in special education be required of all education graduates.

   Recommend that civil service criteria for hiring include at least one course in special education.
4. Coordination of all agencies in locating children in need of services starting with the unserved and underserved.
5. Establish the means and criteria for assessment.
6. Develop programs.
7. Provide assurance of due process and program review.

Definition:

Comprehensive special education is providing access to services for **all** handicapped in all the areas of their needs.

ALBUQUERQUE AREA OFFICE

Goals:

Awareness — within the concerned agencies and communities
Coordination of resources for services
Establish a child-find effort
Establish a skills file on staff
Determine additional services needed
Coordinate with Indian Health Improvement Act and Health Planning Resources
Obtain adequate staffing
Stabilize and reconcile confidentiality statutes
Operate programs and services independent of above
Obtain/Develop/Adapt a curriculum

Definition:

Special education is for children with exceptional and/or special needs requiring a comprehensive educational program and/or special services, including those who are: mentally retarded, learning disabled, emotionally distrubed, hearing impaired, visually impaired, speech impaired, physically impaired and multiply handicapped.

ANADARKO AREA OFFICE and EASTERN AREA OFFICE

Goals:

Assuming the establishment of the State Plan for the Education of Handicapped Children, we see the following goals for the Areas:

1. Area Office dissemination of publication, "Special Education Guidelines," to all concerned persons.
2. Areawide conference to establish Area Plan (e.g., sharing costs of specialist among Agencies in Areas), staff training.
3. Plan for coordination of needed services outside BIA education system within the Bureau.
4. Establish cooperative working relationships with State Department of Education, other state agencies, and Indian Health Service.
5. Assume advocacy role.
6. Develop evaluation process.
7. Utilize service of Bureau's Advisory Council on Special Education.
8. Secure commitment of Commissioner, Area Director, Tribal Council.
9. Conduct needs assessment and design plan on BIA Agency and Local Education Agency.
10. Plan child-find activities.

Definition:

Special Education is the education of exceptional children by the most appropriate means to develop the child to his or her highest potential.

BILLINGS AREA OFFICE

Goal:

To provide maximum educational services to all handicapped children according to their needs and at no cost to them or their parents.

Definition:

Special Education is the provision of maximum learning experiences to every handicapped child suited to his/her best potential.

JUNEAU AREA OFFICE

Goal:

Improve communication, transportation (dogs plus fish to fill them; "Sno-go's" plus fuel to fill them; planes plus competent pilots to fly them), and services.

1. Develop an awareness of the needs of the handicapped, exceptional child.
2. Develop an ongoing child-find program.
3. Inservice ALL concerned: administrators, parents, children, teachers, diagnosticians, medical personnel.
4. Develop and implement a full service plan for every handicapped child found.
5. Coordinate BIA efforts with the state.
6. Assess available resources and those needed which must be supplied by others.
7. Develop total Area program evaluation and monitoring system.

Definition:

Special Education is an educational program which provides for the instruction, training and other related and specialized services designed to meet the needs and to develop to the fullest extent the capabilities of each and every child whose handicapping condition prevents him or her from benefiting fully from a "regular" educational program.

MINNEAPOLIS AREA OFFICE

Not present

MUSKOGEE AREA OFFICE

Area Goal:

To provide administrative support in establishing and promoting programs to meet special education needs of Indian students in Eastern Oklahoma.

Agency Goal:

To serve special education needs of all students in Seneca Indian Schools.

Definition:

Special education is a program designed to help special students to achieve their fullest potential through the use of special methods and techniques.

NAVAJO AREA OFFICE

Goals:

1. To impress upon school administrators the importance of their responsibility under the mandate of P.L. 94-142.
2. To identify and then provide services, through an active child-find program, to those handicapped individuals between the ages of 3-21 who are not now receiving educational services.
3. To provide quality education for those recently identified as handicapped within the least restrictive environment.
4. To obtain parental involvement in all educational decisions regarding the handicapped Navajo child.
5. To provide those educational facilities, services and support necessary to the implementation of P.L. 94-142.
6. To establish standards by which to measure "quality education" for the handicapped Navajo child.
7. To establish a pattern of coordination with all other available resources required for the education of the handicapped Navajo child to implement the mandate of P.L. 94-142.

Definition:

The term "special education" means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

PHOENIX AREA OFFICE

Goals:

Our goal is to go home and do the job. It would facilitate that job if a statement of functions were developed.

Assurances must be made that services will be provided as mandated by P.L. 94-142

Definition:

Special education is for kids with special needs and providing for those needs.

PORTLAND AREA OFFICE

Goals:

First Priorities

1. Develop an awareness campaign to assure that all parents know their and their children's rights to a free comprehensive education—including:
   a. Area workshops;
   b. reproduction of Children's Defense Fund publication, "Your School Records," for distribution to parents, school boards.
2. Coordinate efforts between Bureau agencies and all state agencies for compliance with P.L. 94-142:
   a. assist locals in determining degree of compliance by developing an evaluation process;
   b. by developing local plans.
3. Develop a coordinated child identification program with all agencies involved in special education.
4. Realign programs to make maximum use of funds for provision of services to handicapped.

Definition:

Providing a climate in which no child's right to a free comprehensive education is handicapped.

SACRAMENTO AREA OFFICE

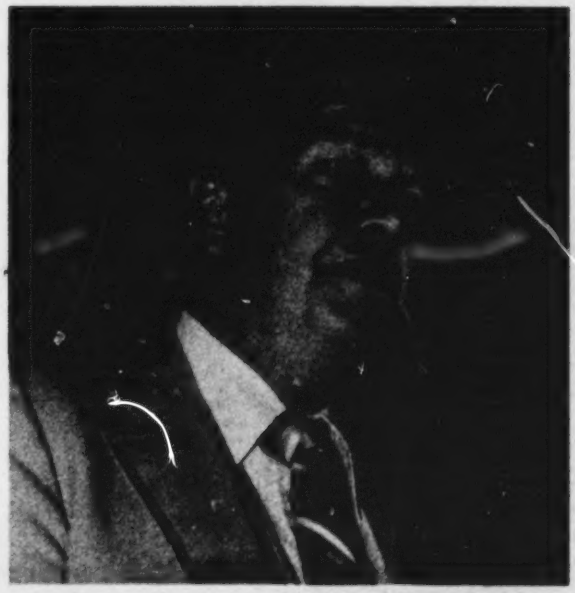
Goals:

1. Clarify responsibility between state and federal governments:
   a. for children who are members of federally recognized tribes living on or near a reservation;
   b. for children attending tribally operated schools (preschool through high school);
   c. responsibility for the handicapped young adult.
2. Obtain personnel and support monies for developing delivery systems for special education:
   a. to coordinate interagency delivery of service (i.e., State Department of Education, Indian Health, CRIB);
   b. to develop interagency dissemination of information on a statewide basis;
   c. to provide workshops and technical assistance to organizations, tribal groups, parents, educational committees, etc.
3. Form Indian parent advisory council for special education statewide to assure that child find and due process are adhered to:
   a. to advise SEA, LEA of the unique needs of the special student (cultural, economic, social);
   b. to work for state legislation addressing special education needs.
4. Develop awareness workshops on a statewide basis.

Definition:

Providing educational and support services to the handicapped child (on a continuum from minimal to profound) for the development of the total child.

WHERE DO WE GO FROM HERE?



Efforts to address the challenge of providing an appropriate education to each handicapped Alaskan Native and American Indian must continue. This challenge is now intensified by the mandate of Public Law 94-142. Bureau of Indian Affairs educators must utilize the impetus gained from the November 8-12 conference to bring together the activities of child find, diagnosis, prescription, and other components of full educational and related services for all handicapped Indian children and youth.

The Central Office, which serves as the State Education Agency for the BIA, and the Area Offices, which serve as Intermediate Education Units, must continue to work hand-in-hand with social service and Indian Health Service personnel to provide the professional guidance and assistance required by tribal and parent groups to implement appropriate services for the handicapped. This conference, a national BIA effort, established the climate for cooperative joint efforts; such cooperation must occur at the Agency, school and community levels. Activities will continue as Areas and Agencies replicate implementation conferences wherever services to the handicapped are required.

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SECTION THREE: APPENDICES

Appendix A: Conference Presenters
Appendix B: Supplementary Materials
Appendix C: Conference Evaluation
Appendix D: BIA and SRRC Personnel and Conference Assignments
Appendix E: Conference Directory

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CONFERENCE PRESENTERS

KEYNOTE

"What is Special Education?"
Dr. Judy Ann Buffmire

Director, Southwest Regional Resource Center
University of Utah
Salt Lake City, Utah

ADMINISTRATION AND FISCAL AWARENESS

"P.L. 94-142, Plan Components and Fiscal Considerations"
Joyce Broome

Policy Program Officer for P.L. 89-313
Division of Assistance to States
Aid-to-States Branch
Washington, D.C.

"Development and Implementation of Full Services for All Handicapped Children"
Dr. Richard Galloway

Executive Director
National Association of State Directors
of Special Education (NASDSE)
Washington, D.C.

PROTECTIONS AWARENESS

"Safeguards Protections: Due Process and Confidentiality"
Bruce Ramirez

Education Specialist
Government Relations Unit
Council for Exceptional Children
Reston, Virginia

PANEL MEMBERS:

Dr. Robert E. Hall

Chief, Division of Continuing Education
Director of Special Education
Bureau of Indian Affairs
Albuquerque, New Mexico

Dr. Judy Ann Buffmire

Director, Southwest Regional Resource Center
University of Utah
Salt Lake City, Utah

Bruce Ramirez

Education Specialist
Government Relations Unit
Council for Exceptional Children
Reston, Virginia

Joyce Broome

Policy Program Officer for P.L. 89-313
Division of Assistance to States
Aid-to-States Branch
Washington, D.C.

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ASSESSMENT AND PLACEMENT AWARENESS

"Child Find Procedures and Processes"
Dr. Judy Schrag

Director of Special Education
State Department of Education
Boise, Idaho

"Comprehensive Child Assessment and Placement Procedures"
Dr. Frank Saunders

Professor of Education Administration
School of Education
University of Arizona
Tucson, Arizona

PROGRAM AND EVALUATION AWARENESS

"The Individual Education Program"
Carole Kruse

Staff Development Unit
Bureau of Education for Exceptional Children
Kentucky Department of Education
Frankfort, Kentucky

"Program Evaluation in Special Education"
Patti Bourexis

Doctoral Candidate
Division of Special Education and Rehabilitation
Syracuse University
Syracuse, New York

It was announced at the conference that the text of the speeches would be incorporated in this document. Unfortunately, some of the speeches were lost through technical difficulties with the recording equipment. Also, most of the speakers used many visual aids, so the dialogue was difficult to follow without the accompanying pictures. If a participant desires a copy of a particular speech, an unedited copy, if available, will be furnished by the SRRC upon request.

Supplementary Materials
Distributed to Conference Participants

Establishing Services for the Severely Handicapped in Public Schools. Susan B. Harrison and Merrill Johnson. Jean Moore, ed., Ilene McKenna, illus. Salt Lake City: Southwest Regional Resource Center, University of Utah, 1976. Single copies no charge while supply lasts.

Functions of the Placement Committee in Special Education: A Resource Manual. Washington, D.C.: National Association of State Directors of Special Education, 1976. $3.50, single copy; $3.00 each in quantities of 10 or more. 1201 16th St., N.W., Washington, D.C., 20036.

Nondiscriminatory Educational Assessment of Native Americans: Bureau of Indian Affairs. Salt Lake City, Southwest Regional Resource Cenber, 1976. Printed supply exhausted; xeroxed copies available, no charge, from BIA, Indian Education Resource Center, P.O. Box 1788, Albuquerque, New Mexico, 87103.

A Primer on Due Process: Education Decisions for Handicapped Children. Alan Abeson, Nancy Bolick, and Jayne Hass. Reston, Virginia: Council for Exceptional Children, 1975. $4.95 per copy. CEC, 1920 Association Drive, Reston, Virginia, 22091.

The Prince William Model: A Planning Guide for the Development and Implementation of Full Services for All Handicapped Children. Washington, D.C.: National Association of State Directors of Special Education, 1976. Single copies, $2.50; $2.00 for ten or more. NASDSE, 1201 16th St., N.W., Washington, D.C., 20036.

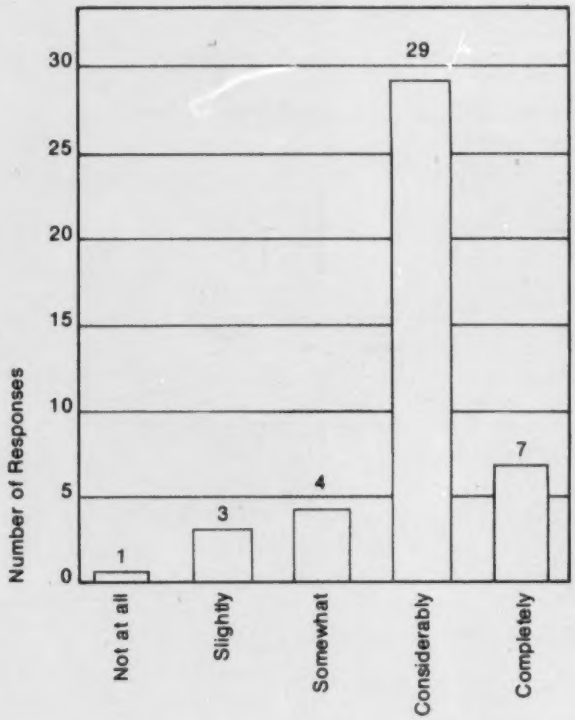
With Bias Toward None: Non-biased Assessment of Minority Group Children. Lexington: Coordinating Office for Regional Resource Centers, University of Kentucky, 1976. $1.00 per copy. CORRC, 114 Bradley Hall, University of Kentucky, Lexington, Kentucky, 40506.

With Bias Toward None: Proceedings of a national conference on nondiscriminatory assessment for handicapped children. Lexington: Coordinating Office for Regional Resource Centers, University of Kentucky. $1.00 per copy. CORRC, 114 Bradley Hall, University of Kentucky, Lexington, Kentucky, 40506.

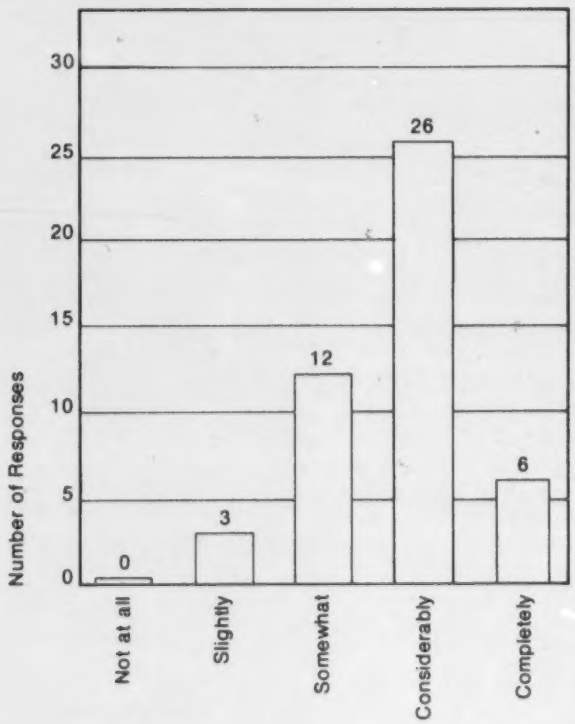
Your School Records: Questions and Answers About a New Set of Rights for Parents and Students. Washington, D.C.: Children's Defense Fund, October, 1975. Single copies free; 25¢ each for multiple copies. 1520 New Hampshire Ave., N.W., Washington, D.C., 20036. (The publishers give permission to revise and/or reproduce the booklet locally.)

CONFERENCE EVALUATIONS

1. How effective and relevant was the Keynote Address in relation to the information presented?

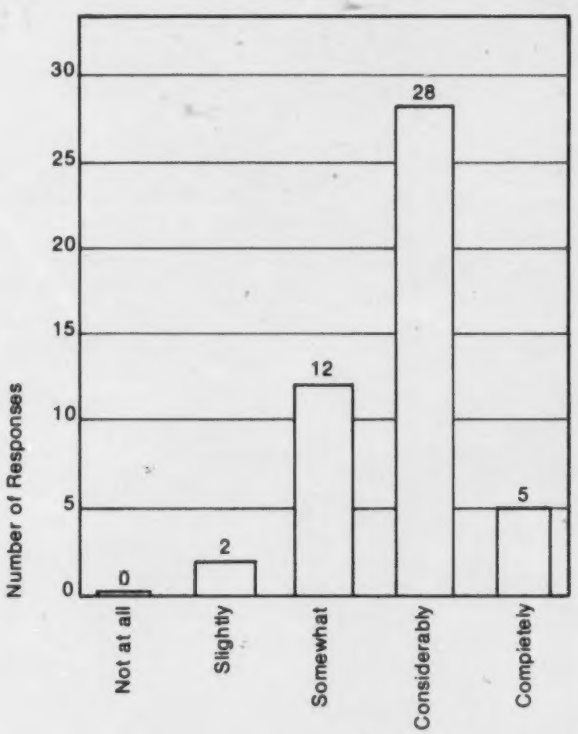


2-8: During the conference, seven awareness presentations will be made. Please note each of these in terms of how well they achieved creating a greater awareness on your part regarding the topics presented.

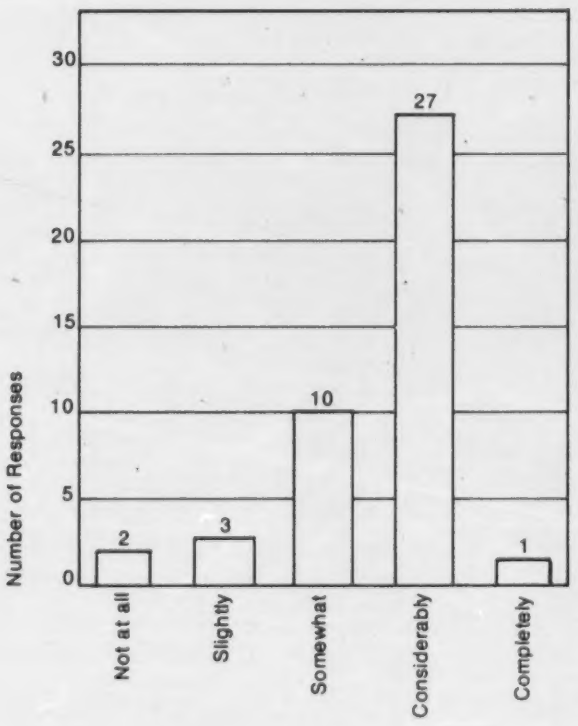


2. P.L. 94-142 Plan Development and Fiscal Considerations.

3. The Development and Implementation of Full Services for All Handicapped Children



4. Safeguard Protections: Due Process and Confidentiality



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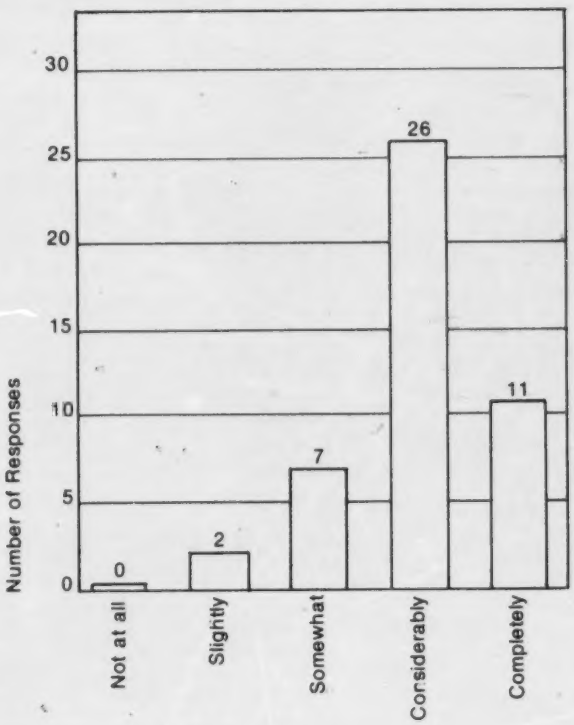
5. Child Find Procedures and Processes



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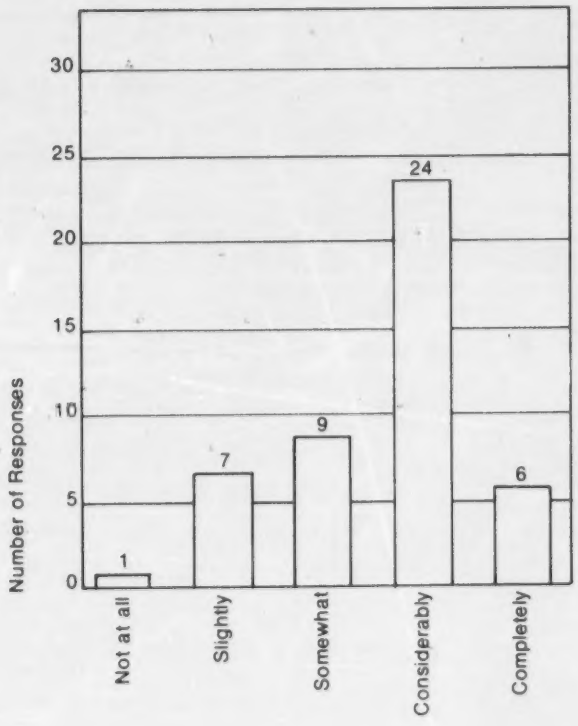
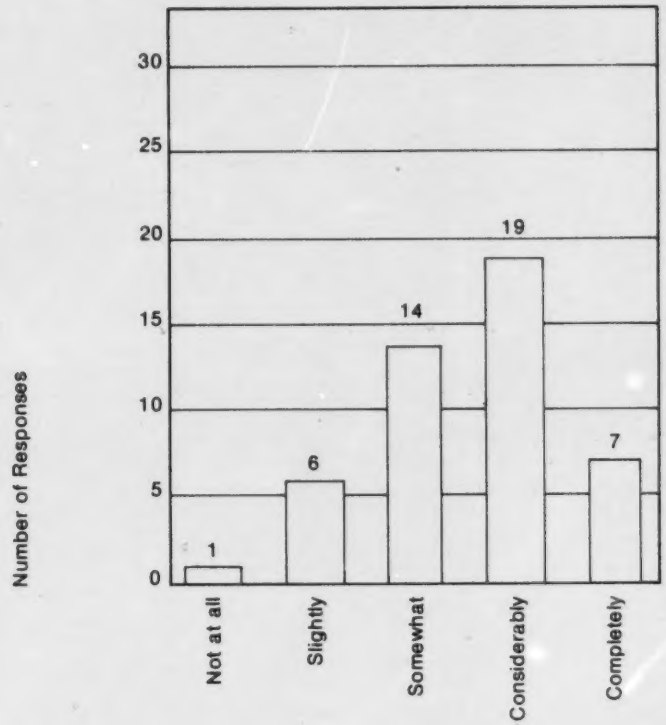
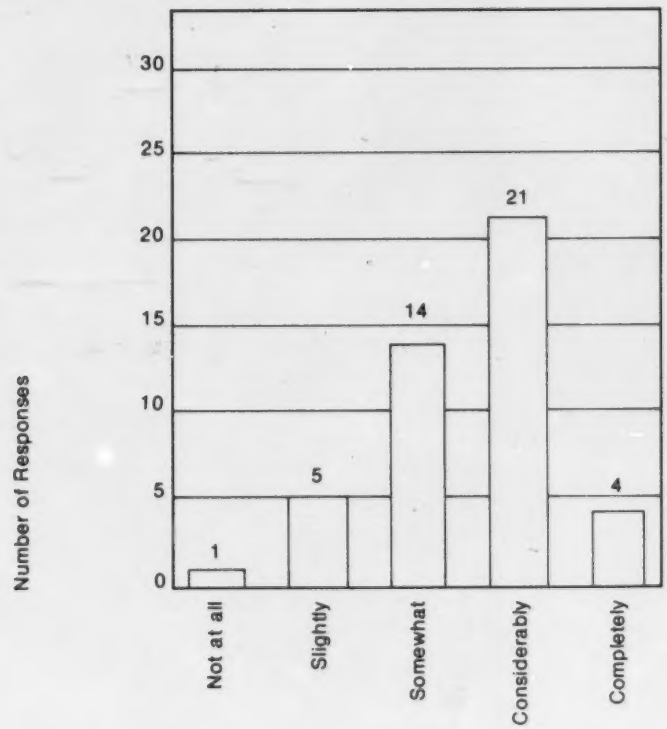
6. Comprehensive Assessment and Placement Procedures



7. The Individual Education Plan



8. Program Evaluation in Special Education



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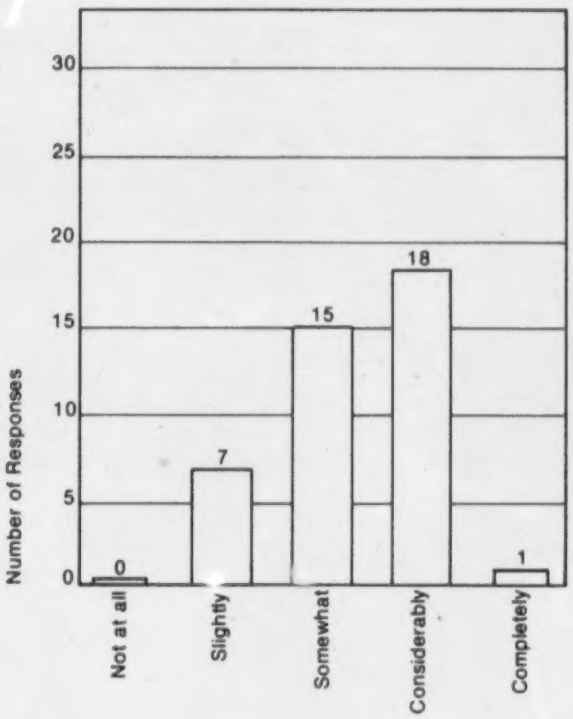
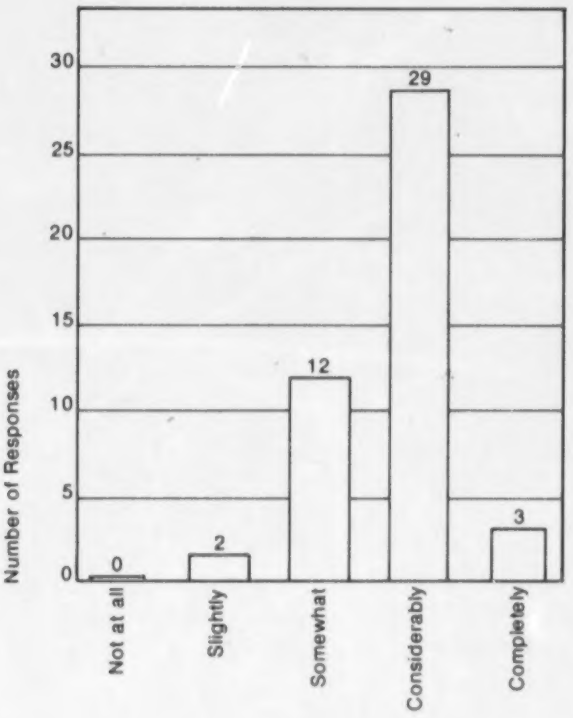
9. Panel Presentation on Protections

Did the panel presentation clarify, expand or heighten your awareness and/or understanding of the safeguard protections?

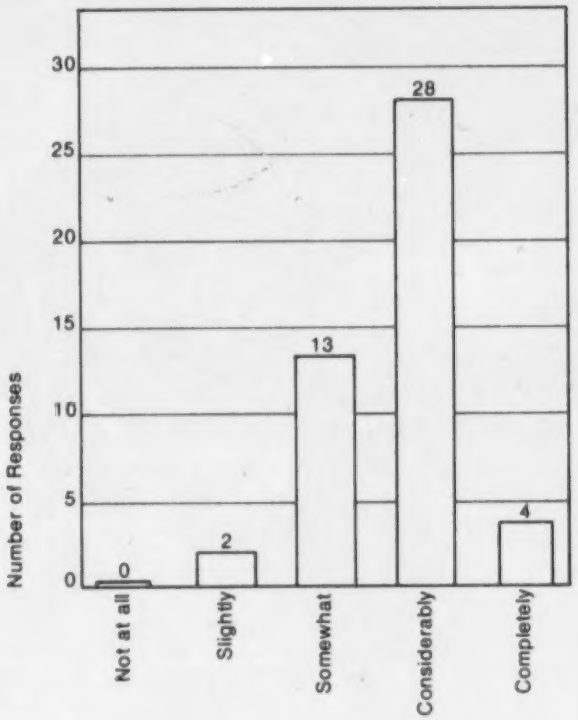


10-13. Was your workshop group able to develop meaningful responses to the known resources, technical assistance needs, cooperative services and timeline steps for each of the four workshop areas?

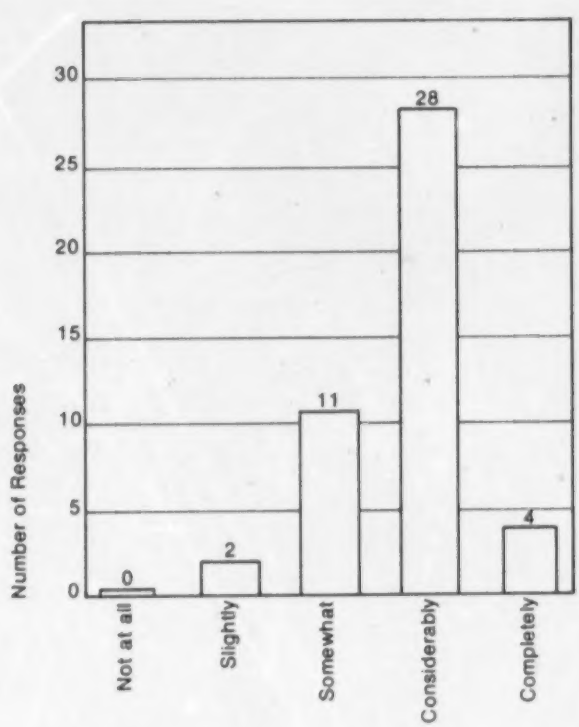
10. Administration and Fiscal



11. Assessment and Placement



12. Program and Evaluation



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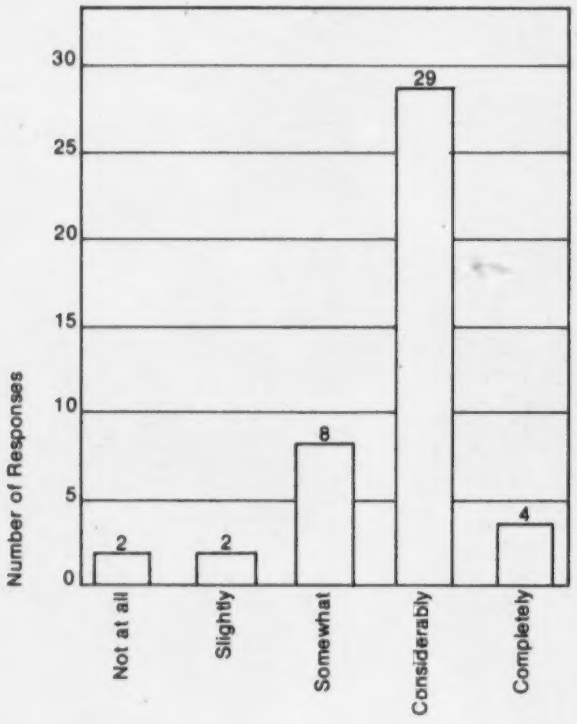
13. Protections



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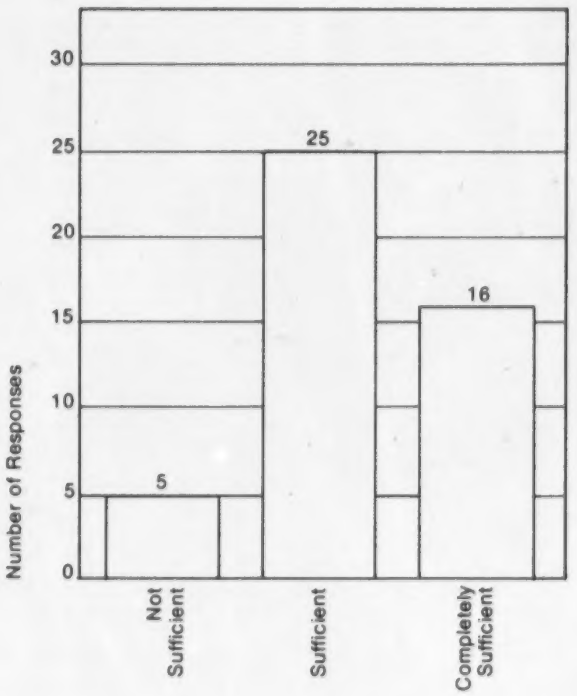
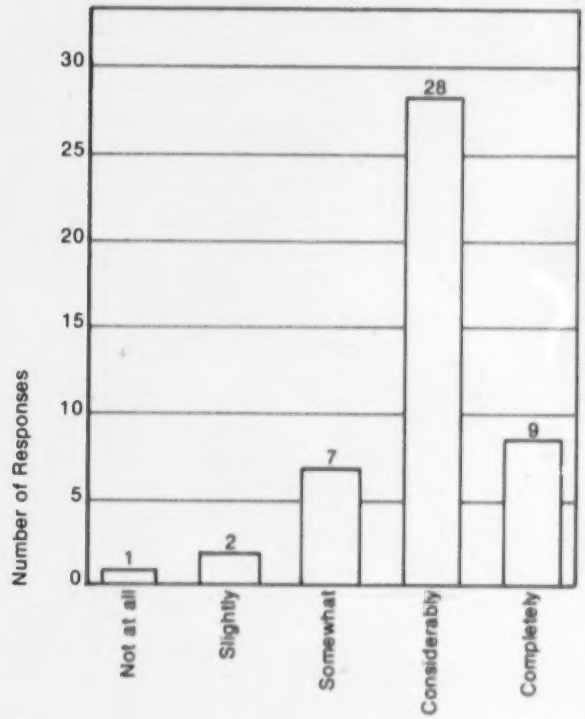
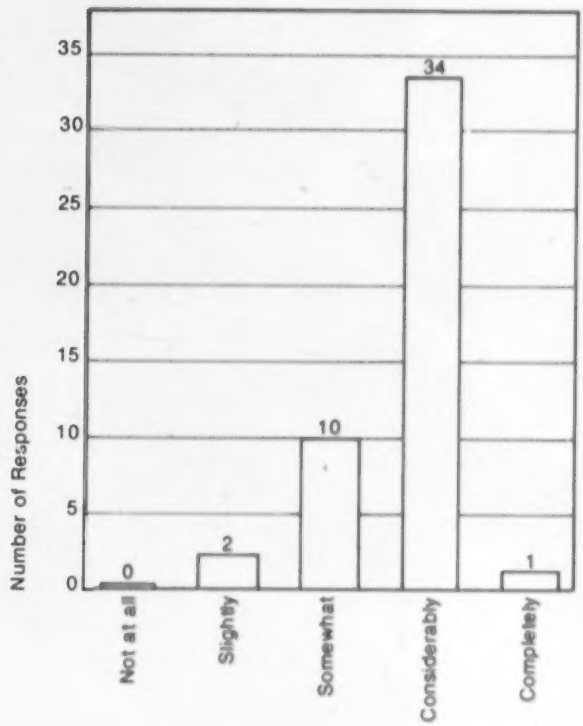
14. Do you feel there was sufficient time for you to express your feelings and opinions on the topics discussed during the workshop sessions?



15. Were the workshop sessions structured and managed in a manner which allowed for maximum productivity?



16. Can the results of your efforts during the workshop sessions be translated into information needed to develop a comprehensive plan for special education services?



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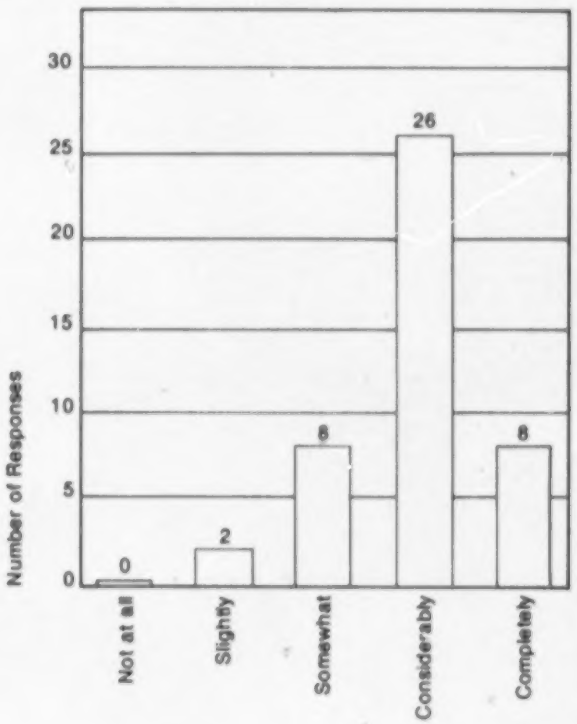
17. Was the conference relevant to you and your work with handicapped children?



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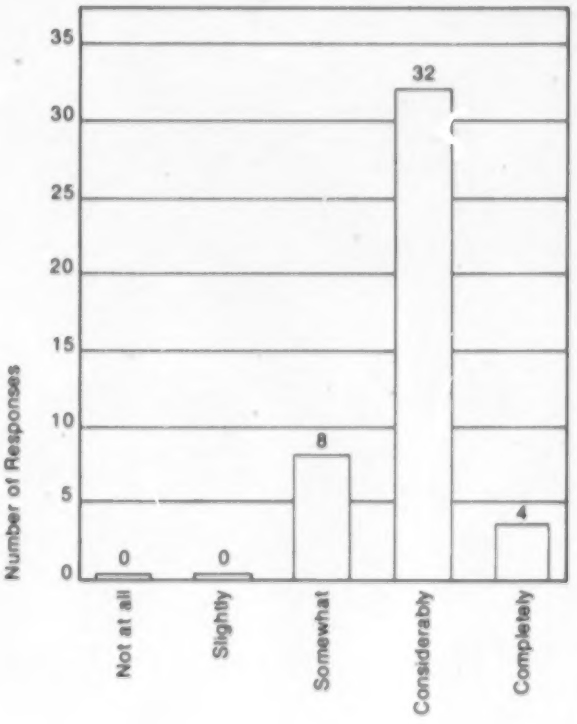
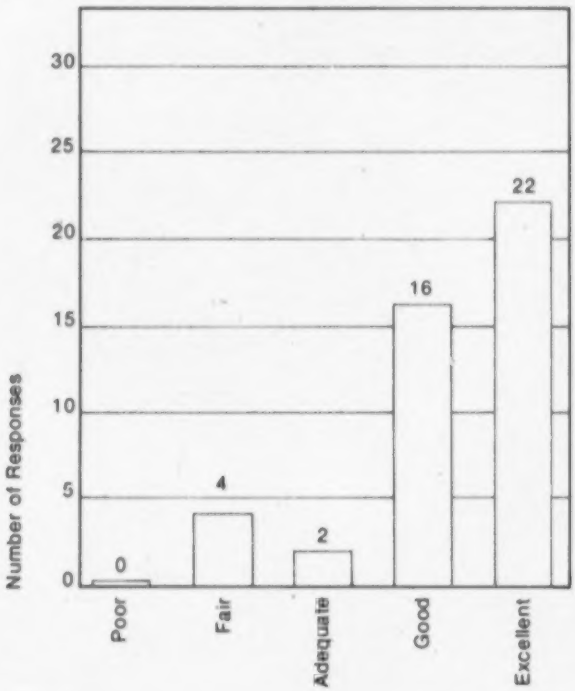
18. How useful do you feel the conference will be in helping you in your development of comprehensive special education programs on your return home?



19. How would you rate the conference accommodations and facilities?



BIA Indian Education Resource Center Personnel and Conference Assignments

Mary Asbill	Education Specialist, Division of Continuing Education	Preconference planning; resource person at conference on protections.
Amelia Begay	Clerk/Stenographer	Recorder.
Nona Griffin	Secretary/Stenographer	Took minutes; recorder.
Dr. Frank Hall	Education Specialist, Division of Continuing Education	Preconference planning.
Dr. Robert E. Hall	Director of Special Education and Chief, Division of Continuing Education	Preconference planning; resource person at conference; panel member.
Jerry Hill	Special Education Coordinator, Division of Continuing Education.	Preconference planning; major responsibility: conference coordinator; resource person at conference.
Dr. Eugene Leitka	Chief, Branch of Research and Development	Preconference planning; resource person at conference on evaluation.
William Long	Education Specialist, Division of Educational Assistance	Preconference planning.
Elaine Lujan	Clerk/Stenographer	Tape-recorded speakers.
Lena Marie	Secretary/Stenographer	Recorder.
Christine Poolaw	Clerk/Typist	Recorder.
Jon Wade	Chief, Division of Educational Assistance	Preconference planning.
Betty Walker	Chief, Title I, Division of Educational Assistance	Preconference planning; resource person on Title I; planned social event.
Terry Yepa	Clerk/Stenographer	Staffed office.

SRRC Personnel and Conference Assignments

Gail Beaumont	Staff Specialist	Acquisition of resource materials; backup resource person at conference.
Dr. Judy Ann Buffmire	Director	Initial planning and follow-up of total conference; keynote speaker; facilitator for Group 3; panel member.
Dr. Sylvia M. Cowan	Direction Service Coordinator	Acquisition of resource materials; backup resource person at conference.
Vance Engleman	Training Coordinator	Initial coordination with BIA in planning and designing conference; major responsibility for total coordination.
Donna Gough	Secretary	Preconference planning; travel arrangements; conference communications; registration.
George T. L. Holt	State Service Coordinator	Initial planning of total conference; acquisition of resource materials; facilitator for Group 1.
Dr. H. Wayne Johnson	Assistant Director	Initial planning of total conference; major responsibility for contacting and contracting for consultant services; facilitator for Group 2.
Arlene Loftin	Secretary	Typing preconference resource materials; assisted with travel contacts.
Doris Mason	Direction Service Secretary	Staff backup support.
Ilene McKenna	Part-time Support Staff	Travel contacts with participants; printing and collating resource materials.
Jane Miner	Administrative Assistant	Correspondence with consultants; backup typing, travel.
Jean Moore	Publications Specialist	Preconference planning; major responsibility for conference document; facilitator for Group 4; photographer.
Peggi Moxley	Accountant	Preconference planning; travel arrangements; registration.
Gerry Ure	Part-time Support Staff	Travel contacts with participants; printing and collating resource materials.

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